

## CURRICULUM VITAE

**NAME:** Suzanne H. Jones, Ph.D.  
*Professor, Educational Psychology*

**UNIVERSITY ADDRESS:** School of Teacher Education and Leadership  
Utah State University  
2805 Old Main Hill  
Logan, UT 84322-2805  
Cell: 801-520-9240  
E-mail: [suzanne.jones@usu.edu](mailto:suzanne.jones@usu.edu)

### I. EDUCATIONAL HISTORY

2008 *Ph.D. Educational Psychology, University of Nevada, Las Vegas.* Dissertation Title: The Pluto Debate: Influence of Emotions on Belief, Attitude, and Conceptual Change. Chair: Dr. Gale M. Sinatra.

2002 *M.S. Teaching and Learning, University of Utah.* Thesis Title: Toward Creating Culturally Responsive Classrooms: Exploring the Academic Discourse of Single Parent, Working-Class Families. Chair: Dr. Sherry A. Southerland.

2000 *B.S. Elementary Education, University of Utah.* Summa Cum Laude.

### II. PROFESSIONAL HISTORY

2022-Present *Professor, School of Teacher Education and Leadership, Utah State University.*

2021-2022 *Associate Department Head, School of Teacher Education and Leadership, Utah State University.*

2016-2022 *Associate Professor, School of Teacher Education and Leadership, Utah State University.*

2011-2016 *Assistant Professor, School of Teacher Education and Leadership, Utah State University.*

2010-2011 *Assistant Professor of Literacy, School of Teacher Education and Leadership, Regional Campus Distance Education, Utah State University.*

2010-2010 *Visiting Professor, Educational Psychology Department, UNLV, EPY 718, Introduction to Qualitative Research Methods (Graduate level).*

2010-2010 *Tutor, University of Utah Reading Clinic. Tutoring struggling beginning*

readers using the Early Steps intervention program.

- 2009-2010 *Instructor*, Educational Psychology Department, UNLV, Distance Education. EPY 702, Educational Research Methods (graduate level); EPY 451, Classroom Assessment (undergraduate level).
- 2008-2009 *Post-Doctoral Fellow*, Psychology Department, ASU. Assisting Dr. Arthur Glenberg on implementing a large-scale reading comprehension intervention study examining the *grounding-in-action* hypothesis.
- 2007-2008 *Research Assistant*, Educational Psychology Department, UNLV. Assisting Dr. LeAnn Putney on a case study aimed at understanding the role of mentoring first year teachers.
- 2006-2007 *Instructor*, Educational Psychology Department, UNLV. EPY 101, Educational, Career, and Personal Development. EPY 451, Foundations of Educational Assessment.
- 2005-2006 *Research Assistant*, Educational Psychology Department, UNLV. Assisted Dr. Ralph E. Reynolds on an experimental study examining the influence of metaphors on prose comprehension.
- 2005 *Teaching Assistant*, History and Philosophy of Educational Psychology for Dr. Ralph E. Reynolds.
- 2005-2006 *Research Assistant*, Educational Psychology Department, UNLV. Assisted Dr. Gale M. Sinatra investigating the relationship between students' epistemological beliefs and conceptual change learning in science.
- 2004-2006 *Editorial Assistant*. Assisted Dr. Gale M. Sinatra-Editor, *Educational Psychologist*, with manuscript review and publication.
- 2004-2005 *Research Assistant*, Educational Psychology Department, UNLV. Assisted Dr. LeAnn Putney on a case study aimed at understanding classroom norms and community building in classrooms.
- 2002-2004 *Elementary School Teacher*, Escalante Elementary School, Salt Lake School District. Taught 6<sup>th</sup> grade.
- 2003 *Instructor*, Early Reading: Principles of Literacy, University of Utah.
- 2001-2002 *Research Assistant*, Teaching and Learning Department, University of Utah. Assisted Dr. Sherry Southerland in research aimed at understanding conceptual change in middle school science classrooms.
- 2001-2002 *Student Teacher Supervisor*, Teaching and Learning Department,

University of Utah. Supervised 9 pre-service teachers in the Salt Lake School District.

2001 *Instructor*, Elementary Science Methods, University of Utah.

### **III. HONORS AND AWARDS**

- 2025 Graduate Mentor of the Year, School of Teacher Education and Leadership, Emma Eccles Jones College of Education and Human Services, Utah State University.
- 2020 McGraw-Hill Distinguished Scholar Award, Conference of Academic Research in Education.
- 2019 Graduate Mentor of the Year, School of Teacher Education and Leadership, Emma Eccles Jones College of Education and Human Services, Utah State University.
- 2015 Southwest Consortium for Innovations in Psychology in Education, bi-annual meeting. SCPIE Founders Award for Best Session.
- 2011 American Education Researcher Association, Division C, New Faculty Mentoring Program. Participant.
- 2009 University of Nevada, Las Vegas, College of Education, Outstanding Dissertation Award. The Pluto debate: Influence of emotions on beliefs, attitude, and knowledge change.
- 2008 University of Nevada, Las Vegas, Graduate and Professional Student Association Research Forum. First Place. The Pluto debate: Influence of emotions on belief, attitude, and knowledge change.
- 2007 Nominee, President's Graduate Fellowship, Educational Psychology Department. University of Nevada, Las Vegas.
- 2007 University of Nevada, Las Vegas, Graduate and Professional Student Association Research Forum. Honorable mention. Refutation texts: Effects on learning and attention.
- 2006 University of Nevada, Las Vegas, Graduate and Professional Student Association Research Forum. Second place. Critical features of collective efficacy in a fifth-grade classroom.
- 2005 University of Nevada, Las Vegas, Graduate and Professional Student Association Research Forum. Third place. Critical features of collective efficacy in the classroom.

#### IV. SCHOLARY PUBLICATIONS AND ACTIVITIES

Note: \* indicates one of my doctoral students as co-author

##### Journal Articles (Refereed)

\*Mendenhall, D., **Jones, S. H.**, & Putney, L. G. (2025). Leadership Actions Fostering Collective Teacher Efficacy in High-Achieving Title I Schools: A Telling Case Study. *Merits*, 5(12), 1-16. <https://doi.org/10.3390/merits5020012>

**Jones, S. H.**, Campbell, B. D., Alarcon, I. V., & Putney, L. G., (2024). I think can, I hope I can: Professional efficacy, hope and identity among undergraduate engineering students. *Educational Research: Theory and Practice*, 35(1), 104-117.

**Jones, S.H.**, Putney, L.G., Campbell, B.D., Longhurst, M. (2023). "The students keep me hopeful": Teacher hope during the COVID-19 pandemic. *Social Sciences & Humanities Open*, 8(1):100604. DOI: 10.1016/j.ssaho.2023.100604. PMID: 37337560; PMCID: PMC10272947.

\*Longhurst, M. L., **Jones, S. H.**, & Campbell, T. D. (2022). Mediating influences in appropriating professional learning: Ownership development through conceptual and practical learning. *Professional Development in Education*. doi:10.1080/19415257.2021.1879220

Putney, L. G., & **Jones, S. H.** (2021). Great minds think alike, or do they? Juxtaposing contextual and peripheral perspectives on data. *Educational Research: Theory and Practice* 32(1), 109-114.

\*Collette, J. P., & **Jones, S. H.** (2020). Empathic concern and perspective taking: A tale from middle school history. *Social Studies Research and Practice*, 15(2), 233-245. doi:10.1108/SSRP-04-2020-0014

Putney, L. G., & **Jones, S. H.** (2019). Introduction to the special issue on fostering collective and self-efficacy: Examining new directions in efficacy in education. *Journal of Ethnographic and Qualitative Research*, 13(4), 231-233.

**Jones, S. H.**, & Putney, L. G. (2019). "Just the beginning of something great": A telling case of the reciprocity of action-based hope and collective classroom efficacy. *Journal of Ethnographic and Qualitative Research*, 13(4), 234-247.

\*Anderson, D. B., **Jones, S. H.**, Putney, L. G., & Longhurst, M. (2019). Collective class actualization: Efficacy-based dynamic equilibrium in the classroom. *Journal of Ethnographic and Qualitative Research* 13(4), 289-304.

\*Nordick, S., Putney, L. G., & **Jones, S. H.** (2019). The principal's role in developing collective teacher efficacy: A cross-case study of facilitative leadership. *Journal of Ethnographic and Qualitative Research*, 13(4), 248-260.

- Jones, S. H.**, Campbell, B. D., & Villanueva, I. (2019). An investigation of self-efficacy and topic emotions in entry-level design learning activities. *International Journal of Engineering Education*, 35(1A), 15-24.
- Nadelson, L. S., Heddy, B. C., **Jones, S. H.**, Taasobsharazi, G., & Johnson, M. L. (2018) Conceptual change in science teaching and learning: The Dynamic Model of Conceptual Change (DMCC): Holistic conceptual change in science teaching and learning. *International Journal of Educational Psychology*, 7(2),151-195. doi:10.17583/ijep.2018.3349
- Villanueva, I., Campbell, B., Raikes, A., & **Jones, S. H.**, Putney, L. G. (2018). A multimodal exploration of engineering students' emotions and electrodermal activity in design activities. *Journal of Engineering Education*, 107(3), 414-441. doi.org/10.1002/jee.20225.
- Villanueva, I., **Jones, S. H.**, Putney, L. G., & Campbell, B. D. (2018). Puzzling the pieces: Conceptual blocks of engineering student ideas in a service learning project. *International Journal of Engineering Education* 34(1) 56-68.
- \*Longhurst, M. L., **Jones, S. H.**, & Campbell, T. D. (2017). Factors influencing teacher appropriation of professional learning focused on the use of technology in science classrooms. *Teacher Development: An international journal of teachers' professional development*, 365-387.
- Jones, S. H.**, & Putney, L. G. (2016). "We learned each other and then we taught each other": Developing classroom collective efficacy through the students' eyes. *Journal of Ethnographic and Qualitative Research*, 10, 231-246.
- Nadelson, L. S., & **Jones, S. H.** (2016). One mission, two systems, and a big gap: The Interaction of K-12 and Post-Secondary Educators to Support Common Core State Standards. *Teacher Education and Practice*.
- Jones, S. H.**, Johnson, M. L., & Campbell, B. D. (2015). Influence of task-values, engagement, and attention allocation on conceptual change. *Contemporary Educational Psychology*, 42, 62-70. doi: 10.1016/j.cedpsych.2015.04.004. [h-index: 99].
- Loyens, S., **Jones, S. H.**, Mikkers, J., & van Gog, T. (2015). Complex problems as facilitators of conceptual change. *Learning and Instruction*, 38, 34-42. <http://dx.doi.org/10.1016/j.learninstruc.2015.03.002>. [h-index: 108].
- Cordova, J., Sinatra, G. M., **Jones, S. H.**, Taasobshirazi, G., & Lombardi, D. (2014). Self-efficacy, interest, prior knowledge, and confidence in prior knowledge: Influences on conceptual change. *Contemporary Educational Psychology*, 39, 164-174. [h-index: 99]
- Broughton, S. H.**, Sinatra, G. M., & Nussbaum, E. M. (2013). "Pluto has been

a planet my whole life!” Emotions, attitudes, and conceptual change in elementary students learning about Pluto’s reclassification. *Research in Science Education*, 43(2), 529-550.

Putney, L. G., & **Broughton, S. H.**, (2011). Developing collective classroom efficacy: The teacher’s role as community organizer. *Journal of Teacher Education*, 62, 93-105.

Sinatra, G. M., & **Broughton, S. H.** (2011). Bridging comprehension and conceptual change in science education: The promise of refutational text. *Reading Research Quarterly*, 46(4), 369-388, Invited review manuscript. [h-index: 86].

**Broughton, S. H.**, Sinatra, G. M., & Reynolds R. E. (2010). The nature of the refutation text effect: An investigation of attention allocation. *The Journal of Educational Research*, 103, 407-423.

Putney, L., & **Broughton, S. H.** (2010). Developing teacher efficacy through reflective practice: A Vygotskian perspective. *Critical Issues in Teacher Education*, 17, 4-17.

#### Book Chapters

**Jones, S. H.**, Putney, L. G., & \*Qian, L. (2024). “Writing time is our time”: A Cross-case of Developing Writing Efficacy among Reluctant Elementary Student Writers. In C. Scott, D. Miller, & M. Albert (Eds.), *Cultivating literate citizenry through interdisciplinary instruction*, (pp. 60-78). Hershey, PA: IGI Global.

Johnson, M. L., Herrick, I., Vaughn, A. R., **Jones, S. H.**, \*Schoepf, S., & Taasobshirazi, G. (2022). Strategies and challenges to teaching for conceptual change learning. In M. Buehl, & J. S. Vogler (Eds.), *Theory to Practice: Educational Psychology for Teachers and Teaching*, Teaching learning for effective instruction (vol. 3). Charlotte, NC: Information Age Publishing.

\*Nordick, S., **Jones, S. H.**, Putney, L. G., & Malin, C. (2019). Urban teacher collective efficacy through facilitative leadership: An illustrative dialogue. In N. P. Gallavan & L. G. Putney (Eds.), *ATE Teacher Education Yearbook XXVI*, Building upon inspirations and aspirations with hope, strength, and courage (vol. 2): Tomorrow’s leaders in classrooms and schools, (pp. 277-297). Lanham, MD: Roman and Littlefield.

Putney, L. G., **Jones, S. H.**, & Campbell, B. D. (2017). Expanding from self to collective classroom efficacy: A tale of two classroom communities. In F. Bowles & S. Pearman (Eds.), *Enhancing self-efficacy in action: Case studies for teacher candidates and classroom teachers*. New York, NY: Rowman & Littlefield.

Sinatra, G. M., **Broughton, S. H.**, Lombardi, D. (2014). Emotions in science

education. In R. Pekrun, & L. M. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 415-436). New York: Taylor & Francis/Routledge.

**Broughton, S. H., & Sinatra, G. M.** (2010). Text in the science classroom: Promoting engagement to facilitate conceptual change. In M. G. McKeown (Ed.), *Bringing reading research to life: Essays in honor of Isabelle Beck* (pp. 232-256). New York: The Guilford Press.

#### Other Publications (Non-refereed)

Putney, L. G., & **Broughton, S. H.** (2013). Developing collective classroom efficacy: The teacher's role as community organizer. In N. Gallavan (Ed.), *Annual Editions: Multicultural Education* (17<sup>th</sup> ed.). Guilford, CT: McGraw Hill/Dushkin. Annual Editions: Multicultural Education, 17<sup>th</sup> ed. McGraw.

**Broughton, S. H.** (2007). Emphasizing the value of commercially developed science curriculum. In J. Settlage, & S. A. Southerland (Eds.), *Teaching science to every child: Using culture as a starting point*. New York: Routledge.

#### Work in Progress

Putney, L. G., **Jones, S. H.**, Campbell, B. D., & \*Earnest, J., \*Huffaker, M. (under review). *Examining the reciprocity of hope and perezhivanie in urban schools: A multiple case study*.

Wheeler, L., **Jones, S. H.**, & Putney, L. G. (under review). *Flourishing through Peer Mentoring in Developing Engineering Design Teacher Self Efficacy: A Mixed-Methods Approach*.

\*Dutson, B., **Jones, S. H.**, & Putney, L. G. (in preparation). *Examining the development of collective classroom efficacy at the secondary level*.

\*Earnest, J., **Jones, S. H.**, & Putney, L. G. (in preparation). *"I was in the story": The Relationship of Oral Storytelling with Student Hope, Narrative Transportation and Religious beliefs*

\*Huffaker, M., **Jones, S. H.**, Putney, L. G., & \*Mendenhall, D. (in preparation). *Nurturing hope among teachers during professional learning communities*.

\*Mendenhall, D., Putney, L. G., & Jones, S. H. (in preparation). *Building relationships that contribute to increased collective teacher efficacy in high-achieving Title I schools*.

Putney, L. G., **Jones, S. H.**, Campbell, B. D., & \*Huffaker, M. (in preparation). *Examining the perezhivanie of graduate student researchers in a hope-based elementary classroom: A telling case*.

#### **Conference Presentations**

National\*

*Note: \* indicates one of my doctoral students as co-author.*

- \*Dutson, B., Jones, S. H., & Putney, L. G. (2025). *Examining the development of collective classroom efficacy at the secondary level*. Paper to be presented at Northern Rocky Mountain Educational Research Association, Salt Lake City. October 2025.
- \*Earnest, J., Jones, S. H., & Putney, L. G. (2025). *"I was in the story": The Relationship of Oral Storytelling with Student Hope, Narrative Transportation and Religious beliefs*. Paper to be presented at Northern Rocky Mountain Educational Research Association, Salt Lake City. October 2025.
- \*Huffaker, M., Jones, S. H., Putney, L. G., & Mendenhall, D. (2025). *Nurturing Collective Hope among Teachers during Professional Learning Communities*. Paper to be presented at Northern Rocky Mountain Educational Research Association, Salt Lake City. October 2025.
- \*Mendenhall, D., Putney, L. G., & Jones, S. H. (2025). *Building Relationships that Contribute to Increased Collective Teacher Efficacy in High-achieving Title I Schools*. Paper to be presented at Northern Rocky Mountain Educational Research Association, Salt Lake City. October 2025.
- Putney, L. G., Jones, S. H., Campbell, B. D., & \*Huffaker, M. (2025). *Examining the Perezhivanie of Graduate Student Researchers in a Hope-based Elementary Classroom: A Telling Case*. Paper to be presented at Northern Rocky Mountain Educational Research Association, Salt Lake City. October 2025.
- Jones, S. H., Putney, L. G., Campbell, B. D., \*Earnest, J., & \*Dutson, B. (2024). *Examining the reciprocity of hope and perezhivanie in urban schools: A multiple case study*. Paper presented at Northern Rocky Mountain Educational Research Association, Lake Tahoe.
- \*Mendenhall, D., Jones, S. H., & Putney, L. G. (2024). *Collective teacher efficacy and effective Title I eligible schools: A mixed-methods approach*. Paper presented at Northern Rocky Mountain Educational Research Association, Lake Tahoe.
- \*Qian., L., Jones, S. H., & Putney, L. G. (2024). *Writing fluency and hope among third graders: A telling case study of reciprocity*. Paper presented at Northern Rocky Mountain Educational Research Association, Lake Tahoe.
- \*Qian., L., Jones, S. H., & Putney, L. G. (2023). *Reciprocity of writing fluency and Collective Classroom Efficacy: A case study in a third-grade classroom*. Paper presented at Northern Rocky Mountain Educational Research Association, Omaha, NE.
- Jones, S. H., Putney, L. G., Campbell, B. D., & Villanueva, I. (2021). *Engineering*

*willpower and waypower: Hope, efficacy, and professional identity.* Paper presented at the 4<sup>th</sup> Annual Conference on Academic Research in Education (CARE), Las Vegas, NV.

- Putney, L. G., & Jones, S. H. (2021). *Workshop on ethnographic-based action research.* Workshop presented at the 4<sup>th</sup> Annual Conference on Academic Research in Education (CARE), Las Vegas, NV.
- Kilmo, N., \*Schoepf, S., Jones, S. H., & Putney, L. G. (2021). *Moving toward transformative teaching: Dialectic influencers impact high school English teachers in writing instruction.* Paper presented at the American Educational Researchers Association, National Conference, (virtual).
- Putney, L. G., & Jones, S. H. (2021). *Collective classroom citizenship: A cross-case of urban elementary classroom responsive citizenship.* Paper presented at the American Educational Researchers Association, National Conference, (virtual).
- \*Anderson, D., Jones, S. H., & Putney, L. G. (2020). *Developing Collective Class Actualization: Multiple case studies exploring processes of productive class cohesion that deepen learning experiences.* Paper presented at the 3rd Annual Conference on Academic Research in Education (CARE), Las Vegas, NV.
- Jones, S. H., Campbell, B., Villanueva, I., & Putney, L. G. (2020). *Hope, Efficacy, and Professional Identity: Three Facets of Undergraduate Students.* Paper presented at the 3rd Annual Conference on Academic Research in Education (CARE), Las Vegas, NV.
- Jones, S. H., & Putney, L. G. (2019). *Hope, Self-Efficacy, and Professional Identity: Characteristics and Beliefs of Preservice and Novice K-12 Teachers.* Paper presented at the Northern Rocky Mountain Educational Research Association, Denver, CO.
- \*Collette, J., Jones, S. H., Campbell, B. D. (2018). *Experiencing empathy through reading historical texts.* Paper presented at the Northern Rocky Mountain Educational Research Association, Salt Lake City, UT.
- Jones, S. H., Campbell, B. D., & Villanueva, I. (2018). *Perhaps engineering design is not so cold: An investigation of emotions and self-efficacy.* Paper presented at the Northern Rocky Mountain Educational Research Association, Salt Lake City, UT.
- Jones, S. H., & Putney, L. G. (2018). *Promoting classroom equity: Developing a sense of hope with classroom collective efficacy in urban schools.* Paper presented at the Northern Rocky Mountain Educational Research Association, Salt Lake City, UT.
- Putney, L. G., Wink, J., & Jones, S. H. (2018). *Sharing Vygotsky's principal principles*

*through visual representation: Newsletters from the field.* Workshop at Northern Rocky Mountain Educational Research Association, Salt Lake City, UT.

Jones, S. H., Putney, L. G., \*Nordick, S. (February 2018). *The reciprocity of hope and collective classroom efficacy in urban schools.* Paper presented at the 2<sup>nd</sup> Annual Conference on Academic Research in Education (CARE).

Jones, S. H., Putney, L. G., \*Nordick, S., \*Anderson, D., Zemp, L., & Wink, J. (February 2018). *Fostering Collective Efficacy at the School and Classroom Levels: The roles of principal, teachers, staff, and students.* Symposium presented at the 2<sup>nd</sup> Annual Conference on Academic Research in Education (CARE).

Jones, S. H., Putney, L. G., & \*Nordick, S. (October 2017). *The reciprocity of hope and collective classroom efficacy in urban schools.* Paper presented at the annual meeting of the Northern Rocky Mountain Research Association, Boulder, CO.

\*Nordick, S., Jones, S. H., & Putney, L. G. (October 2017). *Fundamental features of fostering teacher collective efficacy: Principals' attitudes, behaviors, and practices.* Paper presented at the annual meeting of the Northern Rocky Mountain Research Association, Boulder, CO.

Campbell, B. D., Jones, S. H., & Villanueva, I. (April, 2017). *The rational heart of engineering: Influence of passive and active instruction on students' engagement.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Antonio, TX.

Jones, S. H., Putney, L. G., & Campbell, B. D. (April, 2017). "Never say never": *Engendering hope to scaffold collective classroom efficacy in urban schools.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Antonio, TX.

Villanueva, I., Campbell, B. D., & Jones, S. H. (April, 2017). *Puzzling pieces: Using heuristic cues for engineering student design idea generation.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Antonio, TX.

Jones, S. H., Putney, L. G., & Campbell, B. D. (2017). *An exploratory case study of engendering hope in urban schools.* Paper presented at the annual Conference on Academic Research in Education, National Conference, Las Vegas, NV.

\*Longhurst, M., Jones, S. H., & Campbell, T. D. (2016). *Fruitful professional learning: Conceptual inputs, practical inputs, and ownership as mediators of professional learning appropriation.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Washington, DC.

Nadelson, L. S., & Jones, S. H. (2016). *The emotions toward and support of*

*educational reform by K-12 and Higher Education faculty members.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Washington, DC.

- \*Nordick, S., Jones, S. H., & Putney, L. G. (2016). *Fundamental features of fostering teacher collective efficacy: Principals' characteristics, attitudes, common practices and behaviors.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Washington, DC, April, 2016.
- Villanueva, I., Jones, S. H., & Campbell, B. D. (2016). *Heating up engineering education: An investigation of self-efficacy and emotions during engineering design learning activities.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Washington, DC.
- Putney, L. G., Jones, S. H., Poliquin, A., & Reid, K. (2016). *Building a logic of inquiry and data representation through interactional ethnography.* Paper presented at the 28<sup>th</sup> Annual Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- Jones, S. H., Putney, L. G., Campbell, B. D. (2015). *Collective classroom efficacy through a developmental lens: Cross case exploration of classroom interactions.* Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, Albuquerque, NM.
- Nadelson, L., Heddy, B. C., & Jones, S. H. (2015). *Stirring the pot and adding ingredients: A recipe for changing conceptual change.* Session conducted at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, Albuquerque, NM.
- Putney, L. G., Jones, S. H., & Campbell, B. D. (2015). *Developmental aspects of collective classroom efficacy in diverse elementary classrooms: A cross case analysis.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Chicago, IL.
- Jones, S. H., & Putney, L. G. (2015). *Understanding collective classroom efficacy: An instrumental case study in using student voice.* Poster presented at the 27<sup>th</sup> Annual Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- \*Nordick, S. H., Jones, S. H., & Putney, L. G. (2015). *Developing teacher collective efficacy: Case studies of principals as community organizers.* Poster presented at the 27<sup>th</sup> Annual Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- Putney, L. G., & Jones, S. H. (2015). *Teacher self-efficacy: Case studies for teacher candidates.* Paper to be presented at the annual meeting of the American Teachers of English, Phoenix, AZ.

- Jones, S. H., & Putney, L. G. (2014). Juxtaposing perspectives on data: A contrastive case study on dialogic opportunity. Paper to be presented at the annual meeting of the Rocky Mountain Education Researchers Association, Rapid City, SD.
- Jones, S. H., Putney, L. G., Campbell, B. D. (2014). *"We learned each other, then we taught each other: Retrospective case study to explore collective classroom efficacy.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Philadelphia, PA.
- Jones, S. H., Sinatra, G. M., & Pekrun, R. (2014). *Epistemic emotions when reading about controversial topics: A comparison of refutation and expository text.* In K. R. Muis & R. Pekrun (Chairs), *Epistemic emotions: Their role in self-regulated learning and learning outcomes.* Symposium presented at the annual meeting of the American Educational Researchers Association, Philadelphia, PA.
- \*Longhurst, M., Jones, S. H., & Campbell, T. (2014). *Investigating the appropriation of professional learning through case studies.* Paper presented at the American Association of Behavioral and Social Sciences Conference, Las Vegas, NV.
- \*Nordick, S., & Jones, S. H. (2014). *Developing teacher collective efficacy: Case studies of principals as community organizers.* Paper presented at the 26<sup>th</sup> Annual Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- Putney, L. G., & Jones, S. H. (2014). *Exploring collective efficacy opportunities available through juxtaposition of primary and secondary data analysis: The makings of a dynamic duo.* Paper presented at the 26<sup>th</sup> Annual Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- Broughton, S. H., Johnson, M. L., & Campbell, B. D. (2013). *Hot factors with a cold topic: Influence of task values on attention allocation and conceptual change about the common cold.* Paper presented at the annual meeting of the American Psychological Association, National Conference, Honolulu, HI.
- Broughton, S. H., & Settlage, J. (2013). *Science teachers' perspectives about refutation texts: A literacy strategy for affecting conceptual change.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Francisco, CA.
- Campbell, B. D., Putney, L. G., & Broughton, S. H. (2013). *Transforming pedagogy for children of poverty through action research.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Francisco, CA.
- Sinatra, G. M., Broughton, S. H., & Lombardi, D. (2013). *Assessing topic emotions in science.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Francisco, CA.
- Putney, L. G., & Broughton, S. H. (2012). *Collective classroom efficacy: A*

*developmental approach*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Park City, UT.

- Wink, J., Putney, L. G., & Broughton, S. H. (2012). *Collectively transformative pedagogy: Igniting the dream through mentoring*. Paper presented at the annual meeting of National Council of Teachers of English, Las Vegas, NV.
- Putney, L. G., Broughton, S. H., & Campbell, B. D. (2012). *Teacher decision points in self-reflection: Conducting teacher action research as transformative practice*. Paper presented at the annual meeting of SOLES Action Research Conference, San Diego, CA.
- Broughton, S. H., & Nadelson, L. S. (2012). *Food for thought: Pre-service teachers' knowledge, emotions, and attitudes toward genetically modified foods*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Vancouver, Canada.
- Broughton, S. H., Pekrun, R., & Sinatra, G. M. (2012). *Climate Change, Genetically Modified Foods, Airport Body Scanners: Investigating Students' Emotions Related to Science Topics*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Vancouver, Canada.
- Putney, L. G., Broughton, S. H., Campbell, B. D., & Marchant G. (2012). *Analyzing Discourse of Teacher Self-Reflection: Teacher Action Research as Transformative Practice*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Vancouver, Canada.
- Cordova, J., Broughton, S.H., & Sinatra, G. M. (2011). *Self-efficacy, confidence judgments, and accuracy in conceptual change learning*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, New Orleans, Louisiana.
- Cordova, J., Broughton, S.H., & Sinatra, G. M. (2010). *Self-efficacy, confidence in prior knowledge, and conceptual change*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Denver, Colorado.
- Putney, L. G., Broughton, S. H., & Rosboro, A. (2010). *Fostering knowledge development through discursive practices: A cross-case study of the reciprocal relationships in group interactional spaces*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Denver, Colorado.
- Broughton, S. H., Cordova, J. & Sinatra, G. M. (2009). *Warming the culture*

*of science learning: Investigating interest and emotions as factors of conceptual change.* Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, University of Nevada, Las Vegas.

Putney, L.G., & Broughton, S. H. (2009). *Dialogic interactions as avenues for knowledge development: A cross-case study of the reciprocal relationships in classroom discourse.* Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, University of Nevada, Las Vegas.

Broughton, S. H., & Sinatra, G. M. (2009). *The influence of emotions on controversial topics: Changing students' beliefs, attitudes, and conceptions.* In G. M. Sinatra (Chair), *Controversial conceptual change: The role of emotions, interest, and epistemic beliefs.* Symposium presented at the annual meeting of the American Educational Researchers Association, San Diego, California.

Broughton, S. H., Sinatra, G. M., Putney, L. G., & Nussbaum, E. M. (2009). *Promoting controversial conceptual change through increasing engagement with text.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Diego, California.

Broughton, S. H., Sinatra, G. M., & Reynolds, (2009). *Attention allocation and the refutation text effect: A possible process mechanism for conceptual change.* In G. M. Sinatra (Chair), *Mechanisms for facilitating conceptual change through text-based interventions.* Symposium presented at the annual meeting of the American Educational Researchers Association, San Diego, California.

Nussbaum, E. M., & Broughton, S. H. (2009). *Students' emotions during critical discussions: The impact on attitude change.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Diego, California.

Putney, L. G., & Broughton, S. H. (2008). *Limits to certainty in exploring collective efficacy: Opportunities available through juxtaposition of primary and secondary data analysis.* Paper presented at the annual meeting of the International Society of Cultural and Activity Research, San Diego, California.

Broughton, S. H., Sinatra, G. M., & Reynolds, R. E. (2007). *Refutation text effect: Influence on learning and attention.* Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Chicago, Illinois.

Broughton, S. H., Sinatra, G. M., & Reynolds, R. E. (2007). *The nature of the refutation text effect: An investigation of attention allocation.* Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, Arizona State University, Phoenix, Arizona.

- Putney, L. G., & Broughton, S. H. (2007). *Exploring collective efficacy: Opportunities available through juxtaposition of primary and secondary data analysis*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Chicago, Illinois.
- Reid, K., Broughton, S. H., Putney, L. G. (2007). *Breaking the Culture: A telling case of two pedagogical styles*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, Chicago, Illinois.
- Broughton, S. H. (2006). *Using item analysis to measure student outcomes*. University of Nevada, Las Vegas, Program Assessment: Finding the right tool. Paper presented at the annual Academic Assessment Fair.
- Putney, L. G., & Broughton, S. H., & Campbell, B. D. (2006). *Critical features of classroom collective efficacy: A telling case of two elementary classrooms*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Francisco, California.
- Nadelson, L., Broughton, S. H., & Sinatra, G. M. (2005). *Conceptual frameworks and personal epistemology in high school students*. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, University of Nevada, Las Vegas.

### International

- Broughton, S. H., & Johnson, M. L. (2012). *Influence of task-values on attention allocation and conceptual change*. Paper presented at the biannual meeting of the International Conference on Motivation, Frankfurt, Germany.
- Broughton, S. H., Pekrun, R., & Sinatra, G. M. (2011). Emotions and misconceptions about hot topics in science. In G. M. Sinatra (Chair), *Motivation, Conceptual Change, and Learning about Complex Problems*. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Exeter, England.
- Broughton, S. H. & Putney, L. G. (2011). *Epistemic affordances and constraints of epistemic development through a Vygotskian lens*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Exeter, England.
- Cordova, J. R., Sinatra, G. M., & Broughton, S. H. (2011). *Self-efficacy, prior knowledge, and confidence in prior knowledge on conceptual change learning*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Exeter, England.
- Sinatra, G. M., & Broughton, S. H. (2011). Understanding the refutation text effect in

conceptual change research: Multiple perspectives. In W. Van Dooren (Chair), *The role of refutational texts in achieving conceptual change*. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Exeter, England.

Sinatra, G. M., Cordova, J. R., Broughton, S. H., & Taasobshirazi, G. (2010). *Self-efficacy, emotions, and conceptual change*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Motivation and Emotions Special Interest Group, Porto, Portugal.

Broughton, S. H., & Sinatra, G. M. (2008). *The influence of emotions in beliefs, attitudes, and conceptual change*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.

Broughton, S. H., & Sinatra, G. M. (2008). *Promoting conceptual change through increasing engagement with text*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.

Nussbaum, E. M. & Broughton, S. H. (2008). *Values and emotion in middle-schooler's arguments on current events*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.

Broughton, S. H., Sinatra, G. M., & Reynolds, R. E. (2007). *Attention allocation, background knowledge, and the refutation text effect*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.

Broughton, S. H., Sinatra, G. M., & Reynolds, R. E. (2006). *The influence of the Selective Attention Strategy: Measuring the effects of refutation text in conceptual change*. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction, SIG on Conceptual Change, Stockholm, Sweden.

### **Grants Funded**

2022 Collaborator, Kern Family Foundation Planning Grant. *School leaders integrating character education*. \$101,000. Principle Investigators Parker Fawson & Cindy Jones.

2014 Collaborator, *Utah State University*, RC Seed Grant. Design heuristics in engineering: A cross-disciplinary approach to enhance student self-efficacy and transfer of learning. \$19,998. Principle Investigator, Dr. Idalis Villanueva.

2011 Center for Women and Gender travel grant, \$500.

## V. PROFESSIONAL ORGANIZATIONS

American Educational Research Association, Division C, Learning and Instruction  
American Psychological Association, Division 15, Educational Psychology  
Motivation Special Interest Group, AERA  
Northern Rocky Mountain Educational Researchers Association

## VI. TEACHING

### **Courses Taught:**

Advanced Qualitative Research Methods  
Early Reading: Principles of Literacy  
Educational, Career, and Personal Development  
Educational Psychology for Teachers  
Educational Research Methods  
Elementary Science Methods  
Foundations of Educational Assessment  
Foundations of Teaching and Learning  
Introduction to Qualitative Research Methods  
Literacy Research Methodology  
Research Design and Analysis I  
Research Design and Analysis II  
Research for Classroom Teachers  
Teaching Language Arts  
Theories of Teaching and Learning  
Understanding and Supporting Adolescent Literacy Development

### **Invited Presentations:**

- 2025 Keynote Speaker, *Hope in Education*. Presentation at Northern Rocky Mountain Education Researchers Association. Salt Lake City, UT.
- 2013 Learning Expert, *Quantum Energy and Sustainable Solar Technologies (QESST)* Engineering Research Center, Arizona State University, Tempe, AZ.
- 2012 Guest Lecturer, *Collective classroom efficacy: A developmental approach*. University of Southern California, Los Angeles, CA.
- 2012 Discussion Panel Member, *Expert and Novice Learning in STEM: Exploring Assumptions and Indicators of Success*. Presented at American Association for the Advancement of Science, Pacific Division, 93<sup>rd</sup> Annual Meeting, Boise, Idaho.
- 2011 Keynote Speaker, *Texts in the Science Classroom: Integrating reading and inquiry-based science learning*. Presented to Granite School District, 5<sup>th</sup> Grade Teachers. Sponsored by Genetic Science Learning Center, University of Utah.

2011 Keynote Speaker, *Action research as a self-reflection tool to improve classroom practices*. Presented at the Best Practices Action Research Data Fair, Clark County School District, Las Vegas, Nevada.

### **Doctoral Student Committee Chair**

2025 - present **Chair**, Dissertation Committee, Stephen Nelson, Dissertation Title: To be determined.

2025 - present **Chair**, Dissertation Committee, Jonathan Brinley, Dissertation Title: To be determined.

2025 - present **Chair**, Dissertation Committee, Brenda Hinckley, Dissertation Title: To be determined.

2025 - present **Chair**, Dissertation Committee, Michael Burnham, Dissertation Title: To be determined.

2024 - present **Chair**, Dissertation Committee, Bryant Ellis, Dissertation Title: To be determined.

2023 - present **Chair**, Dissertation Committee, Lorissa Nelson, Dissertation Title: *Emergent bilingual students and reciprocal teaching: Facilitating academic strategies and hope*.

2022 – 2025 **Chair**, Dissertation Committee, Brad Dutson, Dissertation Title: *Examining the development of collective classroom efficacy at the secondary level*. Graduated 2025.

2022 - present **Chair**, Dissertation Committee, Matthew Huffaker, Dissertation Title: *Nurturing hope among fifth-grade teachers through Professional Learning Communities: A telling case*.

2021- present **Chair**, Dissertation Committee, Clayton Chamberlain, Dissertation Title: *To be determined*

2021- 2025 **Chair**, Dissertation Committee, Jake Earnest, Dissertation Title: *“I was in the story”*: *The relationship of oral storytelling with student hope, narrative transportation, and religious beliefs*. Graduated 2025.

2021 – present **Chair**, Dissertation Committee, Lori Qian, Dissertation Title: To be determined.

2019 - 2024 **Chair**, Dissertation Committee, Don Mendenhall, Dissertation Title: *Collective teacher efficacy and Title I eligible schools: A mixed methods approach*. Graduated 2024.

2017-2023 **Chair**, Dissertation Committee, Mike Walker, Ed.S. completed Fall 2023.

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- 2022-2023 **Chair**, Dissertation Committee, Victor Larsen, Ed.S. completed Fall 2023.
- 2019-2020 **Chair**, Dissertation Committee, Sydney Schoepf. Dissertation Title: *Espoused and enacted beliefs of high school English language arts teachers in writing instruction*. Graduated 2020.
- 2016-2019 **Chair**, Dissertation Committee, Donny Anderson, Dissertation Title: *Collective class actuation as experienced by seminary teachers in Northern Utah*. Graduated 2019.
- 2016-2019 **Chair**, Dissertation Committee, Jared Collette, Dissertation Title: *Reading the mind through historical texts*. Graduated 2019.
- 2015-2018 **Co-Chair**, Dissertation Committee, Sally Brown. Dissertation Title: *The effects of explicit main idea and summarization instruction on reading comprehension of varied readability levels of expository text for alternative high school students*. Graduated 2018.
- 2013-2017 **Chair**, Dissertation Committee, Shelley Nordick. Dissertation Title: *Fundamental features of fostering teacher collective efficacy: Principals' attitudes, behaviors, and practices*. Graduated 2017.
- 2012-2015 **Chair**, Dissertation Committee, Max Longhurst, Dissertation Title: *Adoption, Adaptation, and Abandonment: Appropriation of Science Education Professional Development Learning*. Graduated 2015.
- 2011-2013 **Co-Chair**, Dissertation Committee, Seth King. Dissertation Title: *Overcoming misconceptions in religious education: The effects of text structure and topic interest on conceptual change*. Graduated 2013.

### **Doctoral Student Committee Membership**

- 2025-present *Member* Dissertation Committee, Lorraine Jessop, Dissertation Title: *Assessment of learning engagement and learning disengagement: An empirical test of the dual component framework of student engagement*. Department: ITLS
- 2024-2025 *Member* Dissertation Committee, Aria Hadley-Hulet, Dissertation Title.
- 2024-2025 *Member* Dissertation Committee, Feng Zhang, Dissertation Title: *Distal impact of learning trajectories on motivational factors in second language acquisition for adult English learners*. Department: ITLS. Graduated 2025.
- 2024-2025 *Member* Dissertation Committee, Emily Lehnardt, Dissertation Title: *Exploring middle-school girls' self-efficacy changes during a design-based engineering unit*. Graduated 2025.
- 2023-2025 *Member* Dissertation Committee, Candace Penrod, Dissertation Title:

8/7/2025

*Conceptions of Climate Change Skepticism: A Phenomenographic Investigation on Perspectives from Climate Scientists and Climate Activists.* Graduated 2025.

- 2022-2023 *Member* Dissertation Committee, Laura Wheeler, Dissertation Title: *Engineering design efficacy of novice science educators.* Graduated 2023.
- 2022-2023 *Member* Dissertation Committee, Cody Reutzel, Dissertation Title: *The Influence of Principals' Perceived Trust of Assistant Principals and Central Office Supervisors on Principal Self-Efficacy.* Graduated 2023.
- 2022-2025 *Member* Dissertation Committee, Kalie Chamberlain, Dissertation Title: *Strategies for writing synthesis to learn: A case study among sixth-grade social studies students.* Graduated 2025.
- 2021-2025 *Member* Dissertation Committee, Mary Ellen Greenwood, Dissertation Title: *Multi-literacies in college composition: Design, implementation, and assessment of a culture jam using authentic writing parameters and prescribed learning outcomes.* Graduated 2025.
- 2020-2022 *Member* Dissertation Committee, Melissa Mendenhall, Dissertation Title: *Teachers' Conceptions and Enactment of Disciplinary Literacy in Elementary Science Instruction: A Comparative Case Study.* Graduated 2022.
- 2018-present *Member* Dissertation Committee, Brenda Bennett, Dissertation Title: *Unpacking science achievement: Teaching practices and mediating influences in a high performing charter school.*
- 2016-2021 *Member*, Dissertation Committee, Steph Juth, Dissertation Title: *The effects of working memory, text complexity, and syntactic complexity on reading comprehension: An eye-tracking investigation.*
- 2019-2021 *Member* Dissertation Committee, Brady Ridge, Dissertation Title: *Peer-to-peer feedback: An instructional strategy in teacher evaluation.*
- 2019-2020 *Member* Dissertation Committee, Kate Youmans, Dissertation Title: *A phenomographic investigation of engineering students' experiences of empathic concern demonstrated by engineering faculty.* Graduated 2020.
- 2018-2020 *Member* Dissertation Committee, Samuel Geddeborg, Dissertation Title: *Students' perceptions of the learning environment and motivation and its relationship to their persistence and retention in online developmental mathematics courses.* Graduated 2020.
- 2016-2024 *Member*, Dissertation Committee, Vicky Lyons, Dissertation Title: *An investigation of the essential nature of advanced placement students' psychological safety and participation in mathematics class discourse.* Graduated 2024.

- 2016-2018 *Member*, Dissertation Committee, Kade Hendricks, Dissertation Title: *The Beaver boys: A proposed phenomenological study of nontraditional students who persisted through degree completion.* Graduated 2018.
- 2016-2018 *Member*, Dissertation Committee, Christina Sias, Dissertation Title: *Facilitators of Navajo student access, enrollment, and persistence in postsecondary education: An ecological systems perspective.* Graduated 2018.
- 2016- 2018 *Member*, Dissertation Committee, Lauren Burton, Dissertation Title: *A case study on how meeting the academic needs of students substantially below grade level in mathematics affects their self-efficacy beliefs and engagement.* Graduated 2018.
- 2016-2017 *Member* Dissertation Committee, Lisa Brown, Dissertation Title: *Content analysis of affordances for social and emotional competency development in third-grade core reading programs.* Graduated 2017.
- 2013-2018 *Member*, Dissertation Committee, Eric Newell. Dissertation Title: *Undercurrents: The life cycle of an outdoor experiential learning program in a public middle school.* Graduated 2018.
- 2013-2019 *Member*, Dissertation Committee, Diane Johnson, Dissertation Title: *Student perceptions of connectedness amongst secondary students at the American International School of Utah.* Graduated 2019.
- 2013-2020 *Member*, Dissertation Committee, William Allen. Dissertation Title: *Bullying and the unique socioemotional needs of early adolescent gifted and talented: A phenomenological approach.* Graduated 2020.
- 2013-2018 *Member*, Dissertation Committee, Noelle Converse. Dissertation Title: *The use of explicit comprehension strategies during oral instruction of informational text structures and the effect on first-graders' listening comprehension.* Graduated 2018.
- 2011-2012 **Methodologist**, Dissertation Committee, Nancy Hauck, Dissertation Title: *Effects of sustained teacher professional development on the classroom science instruction of elementary school teachers.* Graduated 2012.
- 2010-2013 *Member*, Dissertation Committee, Harry B. Santoso. Dissertation Topic: *Assessing mental representations as indication of understanding through cognitive and metacognitive strategy use.* Graduated 2013.

### **Master's Student Committees**

- 2022-present *Member*, Master's Thesis Committee, Michaela Harper.
- 2017-2022 **Chair**, Master's Thesis Committee, Nathan Meidell, Thesis Title: *The conceptual pathway theoretical framework: Dynamic contextualization of learners within educational systems based on Vygotsky's "Thought and Language."*

## VII. SERVICE

### National

#### ***Editorial Board Memberships***

*Literacy Research and Instruction*

*Journal of Ethnographic and Qualitative Research*

#### ***Reviewer***

*Action in Teacher Education*

*Contemporary Educational Psychology*

*Educational Psychologist*

*Journal of Educational Psychology*

*Journal of Experimental Education*

*Reading Research Quarterly*

*Research in Science Education*

*Teachers College Record*

*Vaccine*

- 2025 *Reviewer, Northern Rocky Mountain Educational Research Association, Salt Lake City, UT.*
- 2025 *Reviewer, National Teacher Education Standards, Association of Teacher Educators.*
- 2024 *Reviewer, Northern Rocky Mountain Educational Research Association, Lake Tahoe, NV.*
- 2020-2022 *Executive Board Member, Northern Rocky Mountain Educational Researchers Association.*
- 2019 *Co-Editor, Special Issue: Collective- and self-efficacy in education. Journal of Ethnographic and Qualitative Research 13(4).*
- 2019 *Reviewer, Northern Rocky Mountain Educational Research Association, Denver, CO.*
- 2017 *Organizer, Symposium, Fostering Collective Efficacy at the School and Classroom Levels: The roles of principal, teachers, staff, and students. Symposium to be presented at the 2<sup>nd</sup> Annual Conference on Academic Research in Education (CARE).*
- 2013 *Reviewer, Division H, Research, Evaluation and Assessment in Schools. American Educational Researchers Association, Philadelphia, Pennsylvania.*

- 2012 *Reviewer*, Division H, Research, Evaluation and Assessment in Schools. American Educational Researchers Association, San Francisco, California.
- 2011 *Reviewer*, Division, C, Learning and Instruction. American Educational Researchers Association, Vancouver, Canada.
- 2010 *Co-organizer & Chair*, Symposium, *Exploring the interrelationships of knowledge change: Testing the Cognitive Reconstruction of Knowledge Model*. Symposium presented at the annual meeting of the American Educational Researchers Association, National Conference, Denver, Colorado.
- 2010 *Reviewer*, Division C, Learning and Instruction. American Educational Researchers Association, Denver, Colorado.
- 2009 *Organizer*, Symposium, Controversial conceptual change: The role of emotions, interest, and epistemic beliefs. Symposium presented at the annual meeting of the American Educational Researchers Association, National Conference, San Diego, California.
- 2009 *Organizer*, Symposium, Mechanisms for Facilitating Conceptual Change through Text-based Interventions. Symposium presented at the annual meeting of the American Educational Researchers Association, National Conference, San Diego, California.
- 2009 *Reviewer*, Division C, Learning and Instruction. American Educational Researchers Association, San Diego, California.
- 2008 *Reviewer*, Division C, Learning and Instruction. American Educational Researchers Association, New York.
- 2008 *Reviewer*, Northern Rocky Mountain Educational Research Association, Lake Tahoe, Nevada.
- 2007 *Participant*. National Science Foundation REESE Grant, The challenges of teaching and learning about biological evolution.
- 2007 *Reviewer*, Division C, Learning and Instruction. American Educational Researchers Association, New York.
- 2007 *Student Member*, Conference Volunteer, Southwest Consortium for Innovations in Psychology in Education Conference, Arizona State University, Phoenix.
- 2006 *Reviewer*, Division C, Learning and Instruction. American Educational Researchers Association, Chicago, Illinois.

International

***Reviewer***

*International Journal of STEM Education*  
*Learning and Instruction*  
*Research in Science Education*

- 2014 *Reviewer*, International Conference on Motivation Special Interest Group, European Association for Research on Learning and Instruction, Helsinki, Finland.
- 2012 *Reviewer*, International Conference on Motivation Special Interest Group, European Association for Research on Learning and Instruction, Frankfurt, Germany.
- 2011 *Organizer*, International Symposium, *Motivation, Conceptual Change, and Learning about Complex Problems*. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Exeter, England.
- 2008 *Organizer & Chair*, International Symposium, Exploring “hot” conceptual change: Interest, emotions, and epistemic beliefs on the change process. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.
- 2008 *Organizer*, International Symposium, Motivational Factors and Conceptual Change. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.
- 2008 *Organizer*, International Symposium, Promoting Conceptual change through text-based interventions. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.
- 2007 *Chair*, International Symposium, Exploring the nature of the refutation text effect in conceptual change. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- 2007 *Organizer*, International Symposium, Refutation text effect: A movement toward process explanations. Symposium presented at the annual meeting of the American Educational Researchers Association, National Conference, Chicago, Illinois.

University

- 2025-present **Chair**, Promotion committee, Jessica Shumway, School of Teacher Education and Leadership, Utah State University.
- 2023-present **Chair**, Promotion committee, Heather Newell, School of Teacher Education and Leadership, Utah State University
- 2022-present **Chair**, Promotion committee, Maddi Farnsworth, Nursing – Uintah Basin, Utah State University
- 2020-2021 **Chair**, Promotion committee, Sarah Jarnagin. School of Teacher Education and Leadership, Utah State University
- 2024-present **Member**, Promotion committee, Gregory Callan. Psychology Department, Utah State University.
- 2024-present **Member**, Promotion committee, Alyson Lavign, School of Teacher Education and Leadership, Utah State University
- 2024-present **Member**, Promotion committee, Nicole Pyle, School of Teacher Education and Leadership, Utah State University
- 2023-present **Member**, Promotion committee, Jake Downs, School of Teacher Education and Leadership, Utah State University
- 2023-present **Member**, Promotion committee, Tye Campbell, School of Teacher Education and Leadership, Utah State University
- 2023-2024 **Member**, Promotion committee, Colby Tofel-Grehl, School of Teacher Education and Leadership, Utah State University
- 2020-2022 **Member**, Promotion committee, Max Longhurst. School of Teacher Education and Leadership, Utah State University
- 2020-2021 **Member**, Promotion committee, Mitchell Colver. School of Teacher Education and Leadership, Utah State University.
- 2019-2020 **Member**, Search Committee for Endowed Chair in Higher Education. School of Teacher Education and Leadership, Utah State University.
- 2018-2022 **Member**, Promotion and Tenure committee, Gregory Callan. Psychology Department, Utah State University.
- 2017-2021 **Member**, Promotion and Tenure committee, Andrea Hawkman. School of Teacher Education and Leadership, Utah State University.
- 2017-2023 **Member**, Promotion and Tenure committee, Shireen Keyl. School of

- Teacher Education and Leadership, Utah State University.
- 2017-2022 *Member*, Promotion and Tenure committee, Alyson Lavigne. School of Teacher Education and Leadership, Utah State University.
- 2016-2022 *Member*, Promotion and Tenure committee, Marla Robertson. School of Teacher Education and Leadership, Utah State University.
- 2016 *Course Developer*, Educational Psychology for Teachers, School of Teacher Education and Leadership, Utah State University.
- 2016 *Committee Member*, Search Committee for Associate Professor in Higher Education. School of Teacher Education and Leadership, Utah State University.
- 2015-2018 *Member*, Utah State University Faculty Senate. Representative for Emma Eccles Jones College of Education and Human Services.
- 2015-2018 *Member*, Academic Freedom and Tenure subcommittee, Utah State University Faculty Senate. Representative for Emma Eccles Jones College of Education and Human Services.
- 2015-2016 *Course Developer*, Theories of Teaching and Learning, Online course, School of Teacher Education and Leadership, Utah State University.
- 2014-2015 *Committee Member*, Search Committee for Clinical Professor of Foundations in Education, Regional Campus Distance Education.
- 2015 *Discussion Panel Member*, Developing and teaching online courses. Invited by Dr. Idalis Villanueva, College of Engineering, Utah State University.
- 2014 *Committee Member*, Voting Policy, School of Teacher Education and Leadership, Utah State University.
- 2012-2018 *Committee Member*, TEAL Awards Committee, School of Teacher Education and Leadership, Utah State University.
- 2012-2017 *Council Member*, College of Education and Human Services Research Council.
- 2012 *Committee Member*, Search Committee for Assistant Professor of Literacy, Regional Campus Distance Education.
- 2011-2012 *Co-Course Developer*, Theories and Models of Reading, Doctoral Seminar, School of Teacher Education and Leadership, Utah State University.

- 2011 *Volunteer*, School of Teacher Education and Leadership booth, Utah Education Association.
- 2010-2011 *Co-Course Developer*, Assessment and Differentiation across the Curriculum, School of Teacher Education and Leadership, Utah State University.
- 2011 *Awards Committee Member*, Regional Campus Distance Education, Researcher of the Year, Undergraduate Research Mentor of the Year, Undergraduate Researcher of the Year, Utah State University.
- 2006 *Educational Psychology Department Student Representative*, Graduate and Professional Student Association, University of Nevada, Las Vegas.
- 2006 *Educational Psychology Department Student Representative*, Grant Funding Subcommittee, Graduate and Professional Student Association, University of Nevada, Las Vegas.
- 2006-2007 *Student Coordinator*, PreDoc Seminars for Educational Psychology Department, University of Nevada, Las Vegas.
- 2005 *Student Member*, Conference Volunteer, Southwest Consortium for Innovations in Psychology in Education Conference, University of Nevada, Las Vegas.
- 2001 *Student Member*, Teaching Award Committee, College of Education, University of Utah.
- 2000 *Student Member*, Diversity Task Force, College of Education, University of Utah.

Community Service

- 2012 Moderator, Workshop, *Promising practices: Literacy*. Breakout session at the Best Practices Action Research Data Fair, Clark County School District, Las Vegas, Nevada.
- 2011 Moderator, Workshop, *Promising practices: Literacy*. Breakout session at the Best Practices Action Research Data Fair, Clark County School District, Las Vegas, Nevada.